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ABSTRACT

Using a sample of 100 low-income suburban mothers of Head Start preschoolers, a study was conducted to determine (1) the extent that low-income mothers' perceptions, conceptions, and attitudes differ on desegregation; and (2) the extent that low-income mothers differ, as a result of having or not having children participate in mandatory desegregation, with respect to age, marital status, and ethnic affiliation. A 46-item parent attitude questionnaire, using a 5-point Likert scale, addressed school desegregation, busing, parent/school relations, pupil racial awareness, quality of education, and student achievement. Variables of marital, employment, and educational status were used in determining mothers' attitudes toward desegregation. General results revealed that quality education, smaller class size, better discipline, and ethnic interaction were perceived by parents as being advantages. Distance from home, lack of decision-making involvement, and extracurricular program limitations were seen as being disadvantages. Concern was voiced for money spent, bus discipline, and quality education within city and county school districts. Findings indicated that suburban parents of preschoolers believed in the concept of quality education, did not favor busing, opposed court-ordered desegregation, viewed suburban schools as better equipped to provide quality education, and saw busing as a racial issue. Researchers' recommendations included the development of human relations and inservice programs, expansion of studies and investigations, and increased pupil access to kindergarten. (The questionnaire, total responses to the questionnaire, and demographic data forms are included.) (BJD)

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Perceptions of Low-income Mothers Toward
School Desegregation*

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Perceptions of Low-income Mothers Toward School Desegregation

School desegregation has ramifications that affect not only the attitudes, social relations, and achievement of young children involved but the lives of their parents and the social and ethnic composition of the communities. School desegregation is based on the assumption that white children attend higher quality schools than black children. According to Clark (1978), "It is not the presence of the white child per se that leads to higher achievement for the Black; it is the quality of education provided because the white child is there that makes the difference."

Surveys of parent opinions of desegregation indicate that most people are in favor of the principle of desegregation but that there is little agreement as to the means of achieving desegregation.

Farrell (1978) indicates that views of low-income black parents have received little prominence in this controversy although their children are the ones most often affected by any desegregation decision. His findings document the major concerns of these parents being their children's acquisition of basic skills, closely followed by the desire for the employment of effective teachers and greater input into the school programs.

Serow and Solomon (1979), examining the parental input component of school desegregation, found that both minority and white parents showed fairly high levels of support for the principle of desegregation. However, levels of support dropped sharply among both parents when asked to consider various modes of desegregation (i.e., busing, magnet schools).

Walkup (1979) examined parents' attitudes toward desegregation effort and educational quality of the Seattle Public Schools and found that parents responding to the survey indicated satisfaction with most aspects of their children's education. The research indicated that the areas of lowest

satisfaction were: (1) attention to individual instruction needs and (2) active encouragement of interests and talents

Ogletree et al. (1980) PTA survey of opinions about busing in the Chicago Public Schools indicated that 57.3% would not support busing to achieve racial desegregation, but a significant majority 72.9% would support busing to achieve quality education. In this survey, substantial support was indicated for choice in how children are assigned to schools.

Schweitzer and Griffore (1981) investigated the impact of court-ordered busing on the attitudes of children and their parents in a unique unified countywide school district in New Castle County, Delaware for two years after implementation. The parental measures included racial attitudes, perceived school quality, attitude toward school desegregation, and evaluation of child's performance. The results reported statistically significant change occurred in all of these variables except evaluation and expectation of child's performance.

Parsons (1981) investigated the initial differences in student and parent attitudes and changes in student and parent attitudes following the first year of desegregation in New Castle County, Delaware. The parent component results indicated that (1) racial attitudes changed slightly becoming less positive; (2) perceived school quality declined; (3) attitudes toward school desegregation; and (4) no changes in parents' expectations and expectations of their child's performance were found.

Reed (1982) indicates that many parents perceived the quality of education to be found in many inner-city schools as mediocre at best. Desegregation of schools is viewed as a commitment to quality education. Therefore, parents and concerned citizens across the nation will continue to fight for better schools for all children.

Brown and Muigai (1983) examined parent opinions toward integration from all neighborhoods in one northern industrial city four years after the court-ordered school desegregation. Specifically, the study focused upon feelings about source of information and knowledge of integration, communication with schools, parent involvement in school actions, and transporting students for integration. The results indicated that (1) both white and minority parents of all ages and all education and income levels, in general, supported school integration and (2) all parents wanted more involvement with the schools.

Purpose of the Study

Operationally, school desegregation is often viewed as *passé*. However, academic excellence is an issue which cannot be ignored. Transportation of farm area children to the city has been accepted unquestionably and fully understood by parents as necessary for access to quality education for these children. "Nationally, slightly more than 50 percent of all school children are bussed to school, and of this percentage, less than 7 percent are bussed for the purpose of school desegregation" (U.S. Department of HEW, 1976). On the other hand, transportation of urban children because of certain hue has been usually deemed by the court as the only option for access to higher quality of education. Moreover, this decision has not been understood by low-income parents and other interested persons.

To date, most studies have examined the attitudes and perceptions of parents of elementary and secondary students toward desegregation across several communities (Brown and Muigai, 1983). An ERIC search was made to locate studies which addressed desegregation related parental concerns of preschool populations. No appropriate study examining the attitudes and perceptions of parents with children attending preschool programs was found.

Given this information, this pilot study examined the attitudes, conceptions, and perceptions of low-income urban Head Start mothers toward school desegregation. Specifically, the study sought answers to the following two questions:

1. To what extent do low-income mothers' perceptions, conceptions, and attitudes toward court ordered busing differ as a result of having children or not having children participate in the mandatory desegregation program.
2. To what extent do low-income mothers differ as a result of having children or not having children participate in mandatory desegregation with respect to the age, marital status and ethnic affiliation.

Methodology

This study investigated the attitudes of head start mothers toward court ordered school desegregation (one-way busing) in the Indianapolis metropolitan area. The sample included 100 mothers who were randomly selected from 850 mothers with regard to their race, marital status, and school participation. There was equal distribution based upon race, marital status, and school participation.

Instrumentation

A Parent Attitudinal Questionnaire was modified from Sobol and Beck (1980), Ogletree (1980, 1981), and Brown and Muigai (1983). Attitudes (one's feelings or opinions toward certain conditions) were measured during the spring of 1983 which was two years after the court decision pertaining to one-way busing to six suburban school districts. The forty-six item questionnaire focused on: (1) school desegregation and busing, (2) parent school relations, (3) pupil racial awareness, (4) quality of education, and (5) student achievement level (grades).

Questions pertaining to school desegregation and busing, parent-school relations, and pupil racial awareness were asked using a standard five-point likert scale (1967) upon which the respondent could answer orally. The scale read as follows:

1. strongly agree
2. agree
3. don't know
4. disagree
5. strongly disagree

Individuals who could not answer or indicated mixed feelings were grouped into the don't know category.

In addition to general questions concerning school desegregation and busing, questions about satisfaction with specific aspects of suburban schools were asked (i.e., cognition, teaching, school climate). The five-point likert scale (1967) for this section of the questionnaire read as follows:

1. very satisfied
2. satisfied
3. don't know
4. dissatisfied
5. very dissatisfied

The questionnaire, also, consisted of a large number of demographic questions (age, income level, occupation, family size, child's aspirations, and residential location). The questionnaire's format was comprised of closed ended questions where the respondent could place her feelings on a five-point likert scale. The questionnaire also provided open-ended questions where the respondent could specify reasons and feelings. These questionnaires were pretested and reorganized before administering it to the large group of sample population.

Administration of Instrument

Prior to the administration of the instrument, 100 head start mothers were mailed letters explaining the purpose of the study. They were asked whether they would participate in the study and requested to sign the permission letter. All 100 individuals expressed a desire to participate in the research study. To avoid reading difficulties prevalent in typical head start populations, trained staff personnel were scheduled to meet the mothers and read the statements repeating the five-point scale to each participant. Responses were recorded on a coded questionnaire form.

Data Analysis

Collected data were analyzed through several statistical procedures. A reliability test was established along with a correlation matrix among all independent and dependent measures, and a descriptive analysis (frequencies, means, and standard deviations) was performed. An F test (Analysis of Variance) at $p < .05$ level of significance was performed to measure the differences between the mean scores.

Reliability Coefficient

The first step in the analysis was to establish the reliability of the responses to the questionnaire. Reliability coefficients were established for the preschool only parents and suburban parents. However, the validity depends upon the characteristics of the sample and the field test (Brown, 1977). The responses to the questionnaire for the preschool and suburban groups were reliable at .72 and .80 respectively.

General Results

Based upon the research of Sobol and Beck (1980), Brown and Muigai (1983), Schweitzer and Griffore (1981), and Armor (1972), 16 of the 42 most significant items were selected for closer investigation. These items focused upon attitudes toward school desegregation and busing, satisfaction with school programs, parent-school relations, and communication with the school.

The results were tabulated in percentages, means, and standard deviations are provided for each of the 16 items (Table 1). These results are below and will be followed by the findings established through analysis of variance.

In addition to the closed ended statements, each respondent was requested to identify advantages and disadvantages of having their child bused to suburban school districts as a result of a court decision. An opportunity for general comments, also, was provided. The following results are responses to the open-ended items.

1. Both preschool and suburban parents identified more quality education, smaller class size, better discipline, and more interactions with various ethnic groups as the main advantages of attendance at a suburban school.
2. Both preschool and suburban parents identified distance from home, lack of involvement in decision making activities, and limit for student participation in extra-curricular programs as major disadvantages of attendance at a suburban school.
3. Both preschool and suburban parents voiced concern about the amount of money spent on education in suburban school districts, discipline on the school buses, quality of education within city schools, and the number of school districts within the county.

Table 1. Selected Mean Scores and Standard Deviations for
Attitudes of Preschool and Suburban Low-income Mothers

Item	$\bar{x}$	Preschool		$\bar{x}$	Suburban	
		SD	% Favorable Responses		SD	% Favorable Responses
1. I favor school desegregation.	2.520	1.297	60	2.280	1.179	74
2. I favor voluntary school desegregation.	1.960	.968	84	1.920	1.085	86
3. I favor court ordered school desegregation.	3.380	1.369	58	3.540	1.110	62
4. I favor busing to desegregate the schools.	2.920	1.426	50	2.800	1.309	62
5. School desegregation will help students' achievement.	2.820	1.240	50	2.740	1.192	50
6. Busing makes the schools better.	3.000	1.278	50	2.940	1.284	42
7. I would like my child to be bused into a good school in the townships.	3.060	1.517	50	3.080	1.226	50
8. If necessary, I favor a thirty (30) minute bus ride to school for my child.	1.580	.883	50	1.640	.851	50
9. If necessary, I favor a sixty (60) minute bus ride to school for my child.	1.880	.659	82	1.820	.800	66
10. How do you feel about the school district overall?	2.340	1.423	74	2.260	1.192	78
11. How do you feel about how well the teacher knows how to teach?	2.320	1.316	72	2.100	1.165	78
12. How about the way the teacher handles discipline, enforces rules, keeps order.	2.420	1.341	74	2.140	1.143	84
13. How do you feel about the way the principal is running the school?	2.260	1.426	72	2.000	1.069	70

Table 1. (continued) Selected Mean Scores and Standard Deviations for
Attitudes of Preschool and Suburban Low-income Mothers

	$\bar{x}$	Preschool SD	% Favorable Responses	$\bar{x}$	Suburban SD	% Favorable Responses
14. How do you feel about the reading program?	2.340	1.349	74	2.220	.996	72
15. How do you feel about mathematics/science?	2.120	1.335	80	2.120	1.136	80
16. How do you feel about ethnic studies?	1.180	1.333	74	2.300	1.249	74

Findings

With regard to the preschool population, the findings are as follows:

1. Marital Status

Four groups of mothers (single, married, divorced, and other) held different views about expected satisfaction with their children's learning in the township school. Two groups of mothers (single and divorced) agreed about their expected satisfaction with their children's learning in the township school ($p < .05$) (Table 2) while the other two groups of mothers (married and other) were neutral. Respective mean scores were 1.59, 2.00, 2.58, and 2.89 (Table 3).

2. Employment Status

*All eight groups of mothers with different employment statuses held diverse views about how a principal would run the school in the township ($p < .05$) (Table 4). Five groups of mothers (absent, service, professional, other, and unemployed) were satisfied about how a principal would run a school in the township while two other groups of mothers (unskilled and managers) were dissatisfied; and one group of mothers (skilled) was neutral. Respective mean scores were 1.00, 1.00, 2.00, 2.40, 2.07, 4.25, 4.00, and 2.50 (Table 5).

*Divergent groups of mothers held dissimilar opinions about the amount of time expected to be spent on communication skills in the township school ($p < .02$) (Table 4). Five groups of mothers (absent, service, professional, other, and unemployed) were satisfied with the amount of time spent on communication skills in the township school while two other groups of mothers (unskilled and managers) were dissatisfied; and one group of mothers (skilled) was neutral. Respective mean scores were 2.00, 1.00, 1.00, 1.80, 2.04, 4.25, 4.00, and 2.50 (Table 5).

*All eight groups of mothers held different views about the amount of time expected to be spent on mathematics and science in the township school ($p < .02$) (Table 4). Five groups of mothers (absent, service, professional, other, and unemployed) expressed satisfaction with the amount of time expected to be spent on mathematics and science in a township school while two other groups (unskilled and managers) were dissatisfied; and one group of mothers (skilled) was neutral. Respective mean scores were 2.00, 1.00, 1.00, 2.10, 1.93, 4.25, 4.00, and 2.50 (Table 5).

Table 2

ANOVA: Perceptions of Low-income Mothers
Toward School Desegregation by Marital Status

Preschool Population

Item	df	F	P
Expected satisfaction with the child's learning in the township	3/46	2.81	.05*

Table 3

Mean Scores: Perceptions of Low-income Mothers Toward
School Desegregation by Marital Status

Preschool Population
(n = 50)

Item	Single n = 17	Married n = 19	Divorced n = 5	Other n = 9
Expected satisfaction with the child's learning in the township	1.59	2.58	2.00	2.89*

* significant at $p < .05$

Table 4

ANOVA: Perceptions of Low-income Mothers Toward
Desegregation by Employment Status

Preschool Population

Item	df	F	p
Expected satisfaction with the way the principal is running the school	7/41	2.17	.05*
Expected satisfaction about the time spent on communication skills in the township school	7/41	2.86	.02*
Expected satisfaction with the time spent on mathematics and science in the township school	7/41	2.82	.02*

* significant at $p < .05$

Table 5

Mean Scores: Perceptions of Low-income Mothers
Toward School Desegregation by Employment Status

Preschool Population
(n = 50)

Item	Absent n = 2	Unskilled n = 4	Skilled n = 2	Service n = 3	Manager n = 1	Professional n = 1	Other n = 10	Unemployment n = 27
Expected satisfaction with the way the principal is running the school in the township	1.00	4.25	2.50	1.00	4.00	2.00	2.40	2.07*
Expected satisfaction with the time spent on communication skills in the township school	2.00	4.25	2.50	1.00	4.00	1.00	1.80	2.04*
Expected satisfaction with the time spent on mathematics and science in the township school	2.00	4.25	2.50	1.00	4.00	1.00	2.10	1.93*

* significant at $p < .05$

3. Educational Background

*Four groups of mothers with varied educational backgrounds held contrasting opinions about favoring court ordered school desegregation. Two groups of mothers (less than third grade and some high school) disagreed about favoring court ordered school desegregation while the other two groups of mothers (high school graduate and attended college) were neutral ($p < .05$) (Table 6) as represented by respective mean scores 4.20, 3.74, 2.76, and 2.75 (Table 7).

*Four groups of mothers with different educational backgrounds held varied views concerning discipline on the school buses. Three groups of mothers (less than third grade, high school graduate, and attended college) agreed about satisfactory discipline on the school buses while one group of mothers (some high school) was neutral ($p < .003$) (Table 6) as represented by their respective mean scores 1.00, 2.00, 2.25, and 3.09 (Table 7).

For the township population, the findings are as follows:

1. Marital Status

*Four groups of mothers (single, married, divorced, and other) held distinct opinions about favoring school desegregation ($p < .01$) (Table 8). Two groups of mothers (single and married) agreed about favoring school desegregation while one other group of mothers (other) disagreed; and one group of mothers (divorced) was neutral. Respective mean scores were 2.00, 2.08, 3.67, and 3.40 (Table 9).

*Four groups of mothers (single, married, divorced, and other) held different views regarding school desegregation helping students get along with people of different races. Three groups of mothers (single, divorced, and other) agreed about school desegregation helping students get along with people of different races while one other group of mothers (married) was neutral ($p < .03$) (Table 8) as represented by the respective mean scores 2.00, 1.80, 1.67, and 2.77 (Table 9).

*Four groups of mothers with different marital statuses held dissimilar views about favoring a 30 minute bus ride to school for their children. Three groups of mothers (single, married, and divorced) agreed about favoring a thirty minute bus ride to school for their children while one other group of mothers (other) was neutral ($p < .03$) (Table 8) as represented by the respective mean scores 1.50, 1.54, 1.80, and 3.00 (Table 9).

Table 6

ANOVA: Perceptions of Low-income Mothers
Toward School Desegregation by Educational Background
Preschool Population

Item	df	F	p
I favor court ordered school desegregation.	3/45	2.79	.05*
Discipline on school buses is satisfactory.	3/45	5.44	.003*

Table 7

Mean Scores: Perceptions of Low-income Mothers
Toward School Desegregation by Educational Background
Preschool Population
(n = 50)

Item	<u>less than third grade</u> n = 17	<u>some high school</u> n = 23	<u>high school graduate</u> n = 4	<u>attended college</u> n = 5
I favor court ordered school desegregation.	4.20	3.74	2.76	2.75*
Discipline on school buses is satisfactory.	1.00	3.09	2.00	2.25*

* significant at $p < .05$

Table 8

ANOVA: Perceptions of Low-income Mothers Toward
School Desegregation by Marital Status

Township Population

Item	df	F	p
I favor school desegregation.	3/46	4.10	.01*
School desegregation helps students get along with people of different races.	3/46	3.15	.03*
If necessary, I favor a thirty (30) minute bus ride to school for my child.	3/46	3.28	.03*

Table 9

Mean Scores: Perceptions of Low-income Mothers Toward
School Desegregation by Marital Status

Township Population
(n = 50)

Item	Single n = 16	Married n = 26	Divorced n = 5	Other n = 3
I favor school desegregation.	2.00	2.08	3.40	3.67*
School desegregation will help students get along with people of different races.	2.00	2.77	1.80	1.67*
If necessary, I favor a thirty (30) minute bus ride to school for my child.	1.50	1.54	1.80	3.00*

* significant at $p < .05$

2. Race

Two groups of mothers (black and white) held different beliefs about school desegregation helping students get along with people of other races. Black mothers agreed about school desegregation helping students get along with people of other races while white mothers were neutral ($p < .05$) (Table 10) as represented by respective mean scores 2.11 and 2.68 (Table 11).

3. Employment Status

*All eight groups of mothers with different employment statuses held different views about school desegregation helping students get along with people of different races ($p < .02$) (Table 12). Three groups of mothers (absent, professional, and unemployed) agreed about school desegregation helping students get along with people of other races while three other groups of mothers (skilled, service, and other) were neutral; and one group of mothers (unskilled) disagreed. Respective mean scores were 1.67, 1.83, 2.14, 2.50, 3.33, 2.67, and 5.00 (Table 13).

*All eight groups of mothers held different opinions about having their children bused into a good school in the Indianapolis Public Schools ($p < .05$) (Table 12). Four groups of mothers (skilled, service, professional, and other) agreed about having their children bused into the Indianapolis Public Schools while two groups of mothers (absent and unemployed) were neutral; and one group of mothers (unskilled) disagreed. Respective mean scores were 1.75, 2.00, 1.33, 2.08, 3.00, 2.76, and 5.00 (Table 13).

4. Educational Background

*Three groups of mothers with diverse educational backgrounds held varied views about favoring voluntary school desegregation. Two groups of mothers (eighth grade and some high school) agreed about favoring voluntary school desegregation while one other group of mothers (high school graduate) was neutral ($p < .01$) (Table 14) as represented by their respective mean scores 1.67, 1.50, and 2.48 (Table 15).

*Three groups of mothers with varied educational backgrounds held contrasting views of busing their children into the Indianapolis Public Schools. Two groups of mothers (eighth grade and high school graduate) agreed about having their children bused into a good school in the Indianapolis Public Schools while one other group of mothers (some high school) was neutral ($p < .05$) (Table 14) as represented by their mean scores 1.33, 2.00, and 2.77 (Table 15).

Table 10

ANOVA: Perceptions of Low-income Mothers Toward
School Desegregation by Race

Township Population

Item	df	F	p
School desegregation helps students get along with people of different races.	1/48	3.95	.05*

Table 11

Mean Scores: Perceptions of Low-income Mothers
Toward School Desegregation by Race

Township Population
(n = 50)

Item	Black n = 28	White n = 22
School desegregation helps students get along with people of different races.	2.11	2.68*

* significant at $p < .05$

Table 12

ANOVA: Perceptions of Low-income Mothers
Toward School Desegregation by Employment Status

Township Population

Item	df	F	p
School desegregation helps students get along with people of different races.	6/43	2.82	.02*
I would like my child to be bused into a good school in the Indianapolis Public Schools.	6/43	2.36	.05*

Table 13

Mean Scores: Perceptions of Low-income Mothers
Toward School Desegregation by Employment Status

Township Population
(n = 50)

Item	Absent n = 3	Unskilled n = 1	Skilled n = 4	Service n = 3	Professional n = 6	Other n = 12	Unemployed n = 21
School desegregation helps students get along with people of different races.	1.67	5.00	2.50	3.33	1.83	2.67	2.14*
I would like my child to be bused into a good school in the Indianapolis Public Schools.	3.00	5.00	1.75	2.00	1.33	2.08	2.76*

* significant at $p < .05$

Table 14

ANOVA: Perceptions of Low-income Mothers Toward
School Desegregation by Educational Background

Township Population

Item	df	F	p
I favor voluntary school desegregation.	2/47	5.71	.01*
I would like my child bused into a good school in the Indianapolis Public Schools.	2/47	3.28	.05*

Table 15

Mean Scores: Perceptions of Low-income Mothers
Toward School Desegregation by Educational Background

Township Population
(n = 50)

Item	<u>eighth grade</u> n = 3	<u>some high school</u> n = 26	<u>high school graduate</u> n = 21
I favor voluntary school desegregation.	1.67	1.50	2.48*
I would like my child bused into a good school in the Indianapolis Public Schools.	1.33	2.77	2.00*

* significant at $p < .05$

Summary of Findings and Conclusions

The findings and conclusions are the result of a systematic analysis of the data. Race, marital status, and school participation were not dominant factors in the following results.

1. The vast majority of preschool and suburban parents believed in the concept of quality education. More than 60% of both preschool and suburban parents did not understand the concept of desegregation.
2. Both preschool and suburban parents opposed court ordered school desegregation. If given a choice, these parents preferred neighborhood schools.
3. The vast majority of preschool and suburban parents did not favor a 30 minute bus ride to school for their children. They accepted busing if it meant better education for their children.
4. The vast majority of preschool and suburban parents viewed suburban school districts as better equipped to provide quality education for their children when compared with the city school system.
5. The vast majority of preschool and suburban parents viewed busing as a black/white issue rather than quality education access issue.

Recommendations and Future Plans

The following recommendations should serve to assist public schools and community leadership in responding to the concerns of all parents participating in busing.

1. As suggested by Harris et al. (1983), human relations programs of desegregated schools be reorganized to ensure that no parent or student compelled to participate in involuntary busing should be left without a clear understanding of why the court deemed such a sacrifice necessary. Furthermore, plans should be developed for an outreach program to preschool programs (e.g., Head Start and Day Care Programs).
2. Inservice training programs for teachers and staff in target schools should not only be compulsory but should include preschool parent groups so that opportunity for interactions between staff and potential school clients can be enhanced.

3. Plan for a detailed and comprehensive investigation of the concerns of those low-income parents who do and will bear the burnt of educational policies mandated in the desegregated schools.
4. Respond to the need for access to kindergarten classes, where neighborhood schools have been closed due to busing for desegregation purposes, so that gains made in preschool programs are not eroded.
5. Expand the study to include public school populations focusing on grade levels and parents' perceptions of school desegregation.

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Attachments

1. Questionnaire and Demographic Data Forms
2. Total Responses to Questionnaire

PARENT ATTITUDE QUESTIONNAIRE

Part I

DEMOGRAPHIC DATA

Case # _____

Center _____

Date _____

NAME _____

1. Marital Status

- 1) Single
- 2) Married
- 3) Divorced
- 4) Other

1

2. Race

- 1) Black
- 2) White
- 3) Hispanic
- 4) Other

2

3. How long have you lived at the present address?

- 1) less than four (4) months
- 2) four (4) to eleven (11) months
- 3) one (1) to two (2) years
- 4) three (3) to five (5) years
- 5) six (6) or more years

3

4. Where did you live before you moved to this address?

- 1) Center Township
- 2) outside Center Township _____
- 3) another Indiana city _____
- 4) another state _____
- 5) another country _____

4

5. Where did you grow up?

- 1) Center Township
- 2) outside Center Township _____
- 3) another Indiana city _____
- 4) another state _____
- 5) another country _____

5

6. A. How many children do you have? _____

6 7

*** B. How old are your children? _____

8 9 10 11 12 13

C. Number of male children _____

14 15

D. Number of female children _____

16 17

*** Coding Information: *6b more than 3 children - ages for youngest and oldest.

Case # _____

Center _____

Date _____

7. Do you currently have a child bused to a township school?

18

- 1) Yes
- 2) No

8. How many children do you have bused to a township school? _____

19 20

9. Which township(s) _____

21 22 23 24

What grade(s) _____

25 26 27 28

10. Is this the first year, your child has been bused to a township school?

29

- 1) Yes
- 2) No

11. What type of job does the father or male wage earner have?

30

- 1) deceased
- 2) absent
- 3) unskilled laborer or domestic
- 4) skilled labor (mechanic, truck driver, foreman, electrician, farmer)
- 5) sales or service (gas station, grocery clerk, security)
- 6) proprietor or manager (owns or runs a business or department of a company)
- 7) professional (teacher, etc.)
- 8) other (retired) _____
- 9) unemployed

12. What type of job does the mother or female wage earner have?

31

- 1) deceased
- 2) absent
- 3) unskilled laborer or domestic
- 4) skilled labor (mechanic, truck driver, foreman, electrician, farmer)
- 5) sales or service (gas station, grocery clerk, secretary)
- 6) proprietor or manager (owns or runs a business or department of a company)
- 7) professional (teacher, etc.)
- 8) other (retired, housewife) _____
- 9) unemployed

Case # _____

Center _____

Date _____

13. How far did the father go in school?

32

- 1) less than three (3) grades
- 2) finished eight (8) grades
- 3) some high school
- 4) graduated from high school or has GED
- 5) attended college
- 6) graduated from college
- 7) graduate degree

14. How far did the mother go in school?

33

- 1) less than three (3) grades
- 2) finished eight (8) grades
- 3) some high school
- 4) graduated from high school or has GED
- 5) attended college
- 6) graduated from college
- 7) graduate degree

15. What was the total income for your whole family last year?

34

- 1) \$0-4,999
- 2) \$5,000-9,999
- 3) \$10,000-14,999
- 4) \$15,000-19,999
- 5) \$20,000 or more

16. What is your age?

35 36

17. Card #1

37

18. Center

38

19. Case #

39 40 41

Case # _____

Center _____

Date _____

Parent Attitude Questionnaire

Part II

NAME _____

Directions: You are to respond to the following items as they apply to you.
For items 1-22, your response is to be made using the following scale.

- 1 - Strongly agree
- 2 - Agree
- 3 - Neutral
- 4 - Disagree
- 5 - Strongly Disagree

- | | |
|--|-----------|
| 1. I favor school desegregation. | <u>1</u> |
| 2. I favor voluntary school desegregation. | <u>2</u> |
| 3. I favor court ordered school desegregation. | <u>3</u> |
| 4. I favor attendance at a neighborhood school. | <u>4</u> |
| 5. I favor busing to desegregate the schools. | <u>5</u> |
| 6. School desegregation helps students get along with people of different races. | <u>6</u> |
| 7. School desegregation will help students' achievement. | <u>7</u> |
| 8. Busing makes the schools better. | <u>8</u> |
| 9. I favor busing students of other races to my neighborhood school. | <u>9</u> |
| 10. I think that the physical condition of the Indianapolis Public Schools has not deteriorated in the last three (3) years. | <u>10</u> |
| 11. I think that businesses will not leave the city due to busing. | <u>11</u> |
| 12. My child would like to be bused into a racially different school. | <u>12</u> |
| 13. I favor my child having friends of other ethnics or races. | <u>13</u> |

Case # _____

Center _____

Date _____

14. I would like my child to be bused into a good school in the Indianapolis Public School System (IPS). 14
15. I would like my child to be bused into an average school in the Indianapolis Public School System (IPS). 15
16. I would like my child to be bused into a good school in the townships 16
17. Teachers should be the same race as their students. 17
18. Teachers and students of different ethnic backgrounds work well together.. 18
19. Doing away with all black schools will mean that blacks will have less to say than they do now. 19
20. Having mixed schools will provide black and white students opportunities for a better education. 20
21. Mixing whites and blacks in school is more likely to make things worse for my child than to make life better for my child. 21
22. Discipline on school buses is satisfactory. 22
23. If necessary, I favor a thirty (30) minute bus ride to school for my child. Yes 1 No 2 23
24. If necessary, I favor a sixty (60) minute bus ride to school for my child. Yes 1 No 2 24
25. If necessary, I favor a _____ minute bus ride. 25 26 27
26. If your child has unlimited educational opportunity, what kind of job would you hope he/she might get? 28
- 1) unskilled laborer or domestic
 - 2) skilled labor (mechanic, truck driver, foreman, electrician, farmer)
 - 3) sales or service (gas station, grocery clerk, secretary)
 - 4) proprietor or manager (owns or runs a business or department of a company)
 - 5) teacher or school administrator
 - 6) other professional (minister, nurse, lawyer)
 - 7) other _____

27. Do you have many friends or relatives in this neighborhoods?

29

- 1) many friends and relatives
- 2) many friends
- 3) many relatives
- 4) none

Directions: If you have a child attending a township school, go to question #28. If you do not have a child attending a township school, go to question #47. For items 28-41 your response is to be made using the following scale.

- 1 - Very Satisfied
- 2 - Satisfied
- 3 - Neutral
- 4 - Dissatisfied
- 5 - Very Dissatisfied

28. When you consider everything about the township school, how satisfied are you with it?

30

29. How do you feel about how much the child is learning in school this year?

31

30. How do you feel about how well the teacher knows how to teach?

32

31. How about the way the teacher handles discipline, enforces rules, keeps order.

33

32. How about the way the teacher gets along with and treats your child?

34

33. How do you feel about the building, rooms and equipment of the school?

35

34. How about the teaching materials, books and supplies?

36

35. How do you feel about the way the principal is running the school?

37

How do you feel about the amount of class time spent on the following subjects?

36. Reading.

38

37. Communication skills (i.e., writing, speaking, listening, etc.).

39

38. Mathematics and science.

40

39. Things like art, music, plays, poetry, physical education.

41

40. Learning about the traditions and customs of all ethnic groups.

42

41. Learning about the accomplishments of black people.

43

Case # _____

Center _____

Date _____

42. How do you usually find out about what is going on at school?

44

- 1) notes brought home by child or letter in mail
- 2) media (i.e., newspaper, radio or television)
- 3) church
- 4) school or community organization
- 5) relatives, friends, people I know

43. Are the child's teacher(s)

45

- 1) black
- 2) white
- 3) both black and white
- 4) other
- 5) don't know

44. What are the advantages of the township school?

46

45. What are the disadvantages of the township school?

47

46. Anything else you want to say about your child and school.

48

Directions: For items 47-60 your response is to be made using the following scale:

- 1 - Very satisfied
- 2 - Satisfied
- 3 - Neutral
- 4 - Dissatisfied
- 5 - Very Dissatisfied

Case # _____

Center _____

Date _____

47. How satisfied do you expect to be with the township school? 49
48. How satisfied do you expect to be with the child's learning in the township school? 50
49. How satisfied do you expect to be with your child's teacher? 51
50. How satisfied do you expect to be with the way the teacher handles discipline, enforces rules and keeps order? 52
51. How satisfied do you expect to be with the way the teacher gets along with and treats your child? 53
52. How satisfied do you expect to be with the building, rooms and equipment of the school? 54
53. How satisfied do you expect to be with the teaching materials, books and supplies? 55
54. How satisfied do you expect to be with the way the principal is running the school? 56

How do you expect to feel about the amount of class time spent on the following subjects?

55. Reading. 57
56. Communication skills (i.e., writing, speaking, listening, etc.) 58
57. Mathematics and science. 59
58. Things like art, music, plays, poetry, physical education. 60
59. Learning about the traditions and customs of all ethnic groups. 61
60. Learning about the accomplishments of black people. 62
61. How do you expect to find out what is going on at your child's school?
- 1) notes brought home by child or letter in mail 63
- 2) media (i.e., newspaper, radio or television) 64
- 3) church 65
- 4) school or community organization 66
- 5) relatives, friends, people I know 67

Case # _____

Center _____

Date _____

62. Do you expect your child's teacher to be

68

- 1) black
- 2) white
- 3) both black and white
- 4) other
- 5) don't know

63. What would be the advantages of a township school?

69

64. What would be the disadvantages of a township school?

70

65. Anything else you want to say about your child and school.

71

66. Card #2

72

67. Center

73

68. Case #

74 75 76

Preschool and Suburban Low-income Mothers' Responses to the Parent Attitudinal Questionnaire

ITEM	Preschool			Suburban		
	$\bar{x}$	SD	% Favorable Responses	$\bar{x}$	SD	% Favorable Responses
1. I favor school desegregation.	2.520	1.297	60	2.280	1.179	74
2. I favor voluntary school desegregation.	1.960	.968	84	1.920	1.085	86
3. I favor court ordered school desegregation.	3.380	1.369	58	3.540	1.110	62
4. I favor attendance at a neighborhood school.	2.040	1.124	84	2.080	1.007	78
5. I favor busing to desegregate the schools.	2.920	1.426	50	2.800	1.309	62
6. School desegregation helps students get along with people of different races.	2.620	1.244	62	2.360	1.045	76
7. School desegregation will help students' achievement.	2.820	1.240	50	2.740	1.192	50
8. Busing makes the schools better.	3.000	1.278	50	2.940	1.284	42
9. I favor busing students of other races to my neighborhood school.	2.620	1.193	50	3.000	1.212	50
10. I think that the physical condition of the Indianapolis Public Schools has not deteriorated in the last three (3) years.	2.720	1.371	52	3.120	1.239	48
11. I think that businesses will not leave the city due to busing.	2.560	1.163	62	2.600	1.229	62
12. My child would like to be bused into a racially different school.	2.880	1.335	46	3.020	1.286	48
13. I favor my child having friends of other ethnics or races.	1.960	.989	86	2.140	1.010	78
14. I would like my child to be bused into a good school in the Indianapolis Public School System (IPS).	2.100	1.298	78	2.360	1.306	64

Preschool and Suburban Low-income Mothers' Responses to the Parent Attitudinal Questionnaire

ITEM	Preschool			Suburban		
	$\bar{x}$	SD	% Favorable Responses	$\bar{x}$	SD	% Favorable Responses
15. I would like my child to be bused into an average school in the Indianapolis Public School System (IPS).	2.780	1.329	54	3.140	1.178	38
16. I would like my child to be bused into a good school in the townships.	3.060	1.517	50	3.080	1.226	42
17. Teachers should be the same race as their students.	3.460	1.501	36	3.360	1.411	34
18. Teachers and students of different ethnic backgrounds work well together.	2.300	1.129	78	2.720	1.310	54
19. Doing away with all black schools will mean that blacks will have less to say than they do now.	3.200	1.278	42	2.720	1.386	52
20. Having mixed schools will provide black and white students opportunities for a better education.	2.180	1.190	68	2.680	1.269	56
21. Mixing whites and blacks in school is more likely to make things worse for my child than to make life better for my child.	3.320	1.332	32	2.820	1.438	44
22. Discipline on school buses is satisfactory.	2.460	1.358	62	2.840	1.405	58
23. If necessary, I favor a thirty (30) minute bus ride to school for my child.	1.580	.883	50	1.640	.851	50
24. If necessary, I favor a sixty (60) minute bus ride to school for my child.	1.880	.659	82	1.820	.800	66

Preschool Suburban Low-income Mothers' Responses to the Parent Attitudinal Questionnaire

ITEM	Preschool			Suburban		
	$\bar{x}$	SD	% Favorable Responses	$\bar{x}$	SD	% Favorable Responses
37. Communication skills (i.e., writing, speaking, listening, etc.)	2.140	1.325	74	2.220	1.200	72
38. Mathematics and science.	2.120	1.335	80	2.120	1.136	80
39. Things like art, music, plays, poetry, physical education.	2.200	1.294	80	2.040	1.142	82
40. Learning about the traditions and customs of all ethnic groups.	2.320	1.333	76	2.300	1.249	86
41. Learning about the accomplishments of black people.	2.400	1.195	70	2.400	1.443	82
42. How do you usually find out about what is going on in school?	1.180	.482	--	1.100	.364	--